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purely English work there should be correlation throughout the secondary school, and greater correlation than now is realized in college English. A large part of this lack of correlation is due to an absence of any comprehensive supervision of the English work. Some of it is due to a conception of principals that English, being the mother language, may be taught by any one and that it does not require as much time of the teacher as other subjects. The English teacher, college and high school, by actual count of hours, spends more time on the subject than any other teacher spends on her respective subject. Further, and possibly the result of the just named misconception, most schools lay all the responsibility of extra interests upon the English teacher. All the time these extra activities are increasing; think if you will of the literary societies to be run, the annual to be worked up, athletics to be supported, dramas to be presented, triangular debates to worry through (which more often than not are absolutely valueless for English training), magazines and newspapers to turn out, often with an impossible study of journalism and advertising. One might name other pupil interests if not teachers' interests. Lack of correlation results in a going in for everything, and a coming out with a smattering.

Every one of us would love to take something for sure in this English business; we would love to know that at least some program was followed. To come to such aims we must get together, we must develop continuity without tedious over-lapping. Possibly English work should be made harder; it should command respect because of its high standards. The subject-matter should challenge thought; the theme subjects, although social, should demand study. Figuratively speaking we need, in short, a "Blueback Speller." We need to achieve what the math teachers have achieved, namely, traditions—English traditions.

We may establish such traditions through a study of aims and a statement of a program approximating these aims. The North Carolina Council, viewed through the national meeting, must face the task of bringing about greater correlation of English. Despite the many other questions, this is the greatest. The National Council answered it with another program—a new minimum essential program in which definite things designated to be done in the several years of English training. How will the English teachers of North Carolina, through their Council, report on the question at the National Council when it convenes in Chattanooga next November?

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THE LATIN COLUMN

THE DEPARTMENT of Classical Languages of Ohio University sends out occasionally to teachers in the state a typewritten bulletin of News and Notes. It contains suggestions, news of interesting events, and offers of assistance in solving problems and in answering questions, as this column has offered. The letter makes one wonder if teachers in our state are acquainted with the national monthly, *The Classical Journal*. This periodical gives each month not only articles bearing on teaching, but news of schools all over the country, and what the Latin teachers and departments and clubs are doing, with new and up-to-date suggestions of value in teaching. It is hardly too much to say that no Latin teacher can afford to do without it.—G. A. H.

THE CLASSICAL INVESTIGATION

THE PURPOSE of the investigation is to prepare a constructive program of recommendations for improvement in the teaching of Latin and Greek in the secondary schools of the United States." A gift of \$60,000 has made possible a nation-wide examination of the whole problem of the teaching of the classics in colleges and secondary schools. To accomplish its purpose many detailed studies are necessary, and they will be conducted all over the country. School superintendents, principals, and teachers are requested to co-operate fully, when asked, as the work begins in North Carolina.—G. A. H.

THE QUALIFICATIONS OF THE TEACHER

(Quoted from *The Classics in Education*, the report of a committee appointed by Lloyd George, Prime Minister, on the "Position of the Classics in the Educational System of the United Kingdom.")

"The most pressing need therefore * * * is a better supply of competent and enthusiastic teachers. * * * Enthusiasm must, however, be founded on knowledge and tempered with discretion. Knowledge, to be really adequate for the purpose, must include knowledge of Greek as well as of Latin; it should also include some knowledge of ancient history and civilization as a whole and some power of literary appreciation. Enthusiasm must not sacrifice a thorough grounding in the elements of the language to a premature appeal to the aesthetic emotions. A great scholar and a great schoolmaster used to say that no funicular railway could be built up Parnassus. And to knowledge and enthusiasm must be added some acquaintance with the technique of teaching and with the way in which young minds work."